DOCUMENT RESUME

ED 023 916 08 VT 007 256

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Procedure for Determining Vocational Education Needs Through Community Analysis. NRCUVT Series No. 2.

Nebraska Occupational Needs Research Coordinating Unit, Lincoln.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Bureau No-BR-6-3032
Pub Date Oct 68
Grant-OEG-3-7-063032-1620
Note-29p.
EDRS Price MF-$0.25 HC-$1.55
Descriptors-*Community Study, *Educational Needs, Educational Policy, *Models, Questionnaires, Research Methodology, *Surveys, *Vocational Education
Identifiers-Nebraska

Designed as a model for determining vocational education needs, the procedures recommended in this publication were tested in 20 Nebraska communities during 1965, 1966, and 1967. Data gathered by a study of local vocational needs can be beneficial to policy making groups in evaluating the entire educational program and in determining demographic patterns. Some major objectives of local community analysis are to: (1) evaluate existing vocational courses and determine needed additional offerings, (2) focus attention on the development of quality comprehensive community programs, (3) summarize occupational opportunities within a community, (4) assist local schools in establishing the type of vocational offering which will generate a desirable curriculum balance, (5) determine the need for supplemental education and training or retraining, and (6) supplement local data with area and state data to project a regional picture of employment opportunities. The document content includes: (1) philosophy, (2) purpose, (3) objectives, (4) benefits, (5) model, (6) a 7-step outline for determining vocational education needs, (7) determining multi-county vocational education needs, and (8) problems in compiling area data. The appendixes contain sample forms for use in a survey. (DM)

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NRCUVT Series: #2

PROCEDURE FOR DETERMINING VOCATIONAL EDUCATION NEEDS THROUGH COMMUNITY ANALYSIS

ED 023919

VT007256

NEBRASKA RESEARCH COORDINATING UNIT
FOR VOCATIONAL EDUCATION

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PROCEDURE FOR DETERMINING VOCATIONAL EDUCATION NEEDS THROUGH COMMUNITY ANALYSIS

October, 1968

By

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NEBRASKA RESEARCH COORDINATING UNIT

FOR VOCATIONAL EDUCATION

The research reported herein was a part of a project supported by a grant from the U. S. Department of Health, Education, and Welfare under Vocational and Technical Education Grant Number OEG-3-8-063032-1620, Vocational Education Act of 1963, Section 4(c).

FOREWORD

The procedures recommended in this publication were tested in 20 Nebraska communities during 1965, 1966, and 1967. All steps in the local vocational needs study in this publication are practical and have been recommended. Each step will gather facts that are valuable in making important vocational education curriculum decisions at the local level.

The testing phase of this study revealed considerable latitude in the depth of study conducted in different communities. The decision to conduct a local study should be accompanied by the allocation of necessary research provisions to assure unbiased, valid data with which to support the direction of the educational program for the future

Data gathered by a local vocational needs study can be beneficial to many others in addition to the policy-making group. It is an opportunity for feedback on the effectiveness of the entire educational program for meeting the educational and occupational needs of the community. Demographic patterns of student migration can be established; and counseling data, of great value to future students, are obtained.

James T. Horner

ACKNOWLEDGEMENTS

Many people have been involved during the developmental process of this publication. Valuable assistance in the form of ideas, direction, advice, counsel, encouragement and inspiration were gratefully received from the following individuals:

Kenneth E. Shibata - RCU Staff
James T. Horner - RCU Staff
Roy D. Dillon - RCU Staff
Cecil E. Stanley - Assistant Comm. for Vocational Education
Glen H. Strain - Coordinator Vocational Division
Henry Ebmeier - Vocational Needs Analyst
Marlene Stagemeyer - RCU Staff
Wayne Schroeder - RCU Staff

TABLE OF CONTENTS

	Page
Foreword	i
Acknowledgements	i
Philosophy	1
Purpose of A Local Community Analysis	2
Objectives	2
Benefits	3
A Model for Determining Vocational Education Needs	4
Schedule Outline for Determining Vocational Education Needs	5
Step 1 -- Initial Explanation	6
Step 2 -- Local Organization	6
Step 3 -- Defining Scope and Time Table for the Local Study	7
a. Student Vocational Interest Survey	7
b. Urban Opportunity Survey	8
c. Rural Opportunity Survey	8
d. Graduate Follow-Up	8
e. Adult Education Interest Survey	9
f. Facts from the Local Community	9
Step 4 -- Gathering the Facts	9
Step 5 -- Summarizing the Facts	10
Step 6 -- Analysis of the Factual Data	11
Step 7 -- Action Step	11
Determining Vocational Education Needs for a Multicounty Area	11
Problems in Compiling Area Data	12

Appendices

		Page
A.	Student Vocational Preference Inventory (Sample Form 1)	14
B.	Vocational Opportunities Survey--Urban Inventory (Sample Form 2)	15
C.	Vocational Opportunities Survey--Farming and Ranching Inventory (Sample Form 3)	16
D.	Adult Educational Needs Interest Inventory (Sample Form 4)	17
E.	Follow-Up of Previous Graduates--Suggested 8 Years After Graduation (Sample Form 5)	18
F.	General Community Information (Sample Form 6)	19
G.	Summary of Student Interest Inventory (Sample Form 1)	20
H.	Summary of Urban Opportunities Inventory (Sample Form 2)	20
I.	Summary Farming and Ranching Opportunities (Sample Form 3)	22
J.	Adult Education Summary (Sample Form 4)	23
K.	Summary of Graduate Follow-Up	24

PROCEDURE FOR DETERMINING VOCATIONAL EDUCATION NEEDS THROUGH COMMUNITY ANALYSIS

Philosophy

Vocational education throughout the state is undergoing expansion because of the broadening features that were included in the Vocational Education Act of 1963.[1] The underlying philosophy of a local community vocational needs survey is involvement of many people in a community-wide effort. It should involve all individuals and agencies that can contribute information vital to determining the most appropriate program in vocational education.

The basic approach would take the form of a local research study, conducted by the school district. This is the type of fact-finding activity that should be undertaken by local districts. Dr. Alan Lee of the University of California at Berkeley advised Nebraskans that all local school districts should have an item in their budget which would provide for local studies annually. It is a good educational practice to gather facts on which school boards can make important decisions involving schedule, course offering, and educational service on the basis of individuals' needs. He suggested that the depth and magnitude of modern day decisions, by necessity, will require a basis of factual information on which decisions can be based.

It should be a matter of board policy that expenditures involved in research undertaking be reimbursed from local funds. Local research studies need not involve a large budget.

The local vocational needs survey is recommended as a type of local activity which should be a challenge to all schools in Nebraska. Its purpose is to contribute to a more complete local vocational offering for the students. This would include day school students, post secondary students, and adults. This guide offers a procedure that is less complex than the research undertaken by large industries and universities throughout the state. In reality, the guide may be identified as a quick, practical action-type of research, designed to gather data which, upon analysis, would provide answers to specific questions. This approach may be adapted to educational areas other than vocational education because facts from the local community are valuable in making decisions in all areas of education. However, the procedure herewith recommended was specifically designed for vocational education.

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[1] U. S. 88th Congress, Public Law 88-210, Articles (b), (c), (d), and (e).

There have been situations in which local schools have used national figures on which to base local program offerings. As a result it was realized that national figures were grossly in error for predicting local opportunity for employment. Many state figures, if used and applied in a given community, could also vary greatly from the true situation in the local community. Therefore, the local vocational survey is most necessary. It is true that state and national figures should be used as a basis for prediction and projection, but they should not be substituted for local facts.

Purpose of a Local Community Analysis

To provide a guide to local communities for making a self-evaluation of the pertinent facts which are indicators of vocational courses needed in the school's curriculum. It is important that the scope include those facts that are necessary for curriculum decision making. It is doubtful, however, that a vocational needs study selected by a local community would include all phases suggested in this publication. It was designed as a guide for obtaining pertinent facts to be used by the local school in making the decision on the vocational programs to be offered.

Objectives

1. To determine instructional areas in which preparation should be offered and to evaluate existing vocational offerings in terms of continuation and expansion

2. To assist the school to offer the type of vocational program that will provide each student the opportunity to achieve to the full extent of his potential

3. To encourage students to consider their future vocational plans at an earlier age in the interest of utilizing human resources to the maximum

4. To focus attention on the development of quality, comprehensive community programs of education for all youths and adults

5. To summarize occupational opportunities within a community and to offer education for these opportunities

6. To assist local schools in establishing the type of vocational offering which will generate a desirable balance of the complete curriculum within the school

7. To determine the need for supplemental education and training or retraining for people who are already employed

8. To identify existing local resources which have been available but little utilized by the school in meeting students' educational and occupational needs

9. To supplement local data with area and state data to project a regional picture of employment opportunities available to the prospective labor force[2]

Benefits

1. School and community personnel are involved in an activity that contributes to broadening the local course offering in that community

2. Students will be benefited by having a broader vocational offering from which to choose. More students will be encouraged to complete high school and will become more competent employees as the result

3. Factual information, concerning employment opportunities within the geographic area, will be valuable to guidance counselors and vocational educators in planning for more realistic student educational outcomes

4. A systematic, continuous, follow-up of previous graduates will be of high value in terms of assisting the school to provide education based upon existing opportunities and migration patterns of former graduates.

5. The community will gain a better understanding of vocational education as the result of going through the "Vocational Needs Process."

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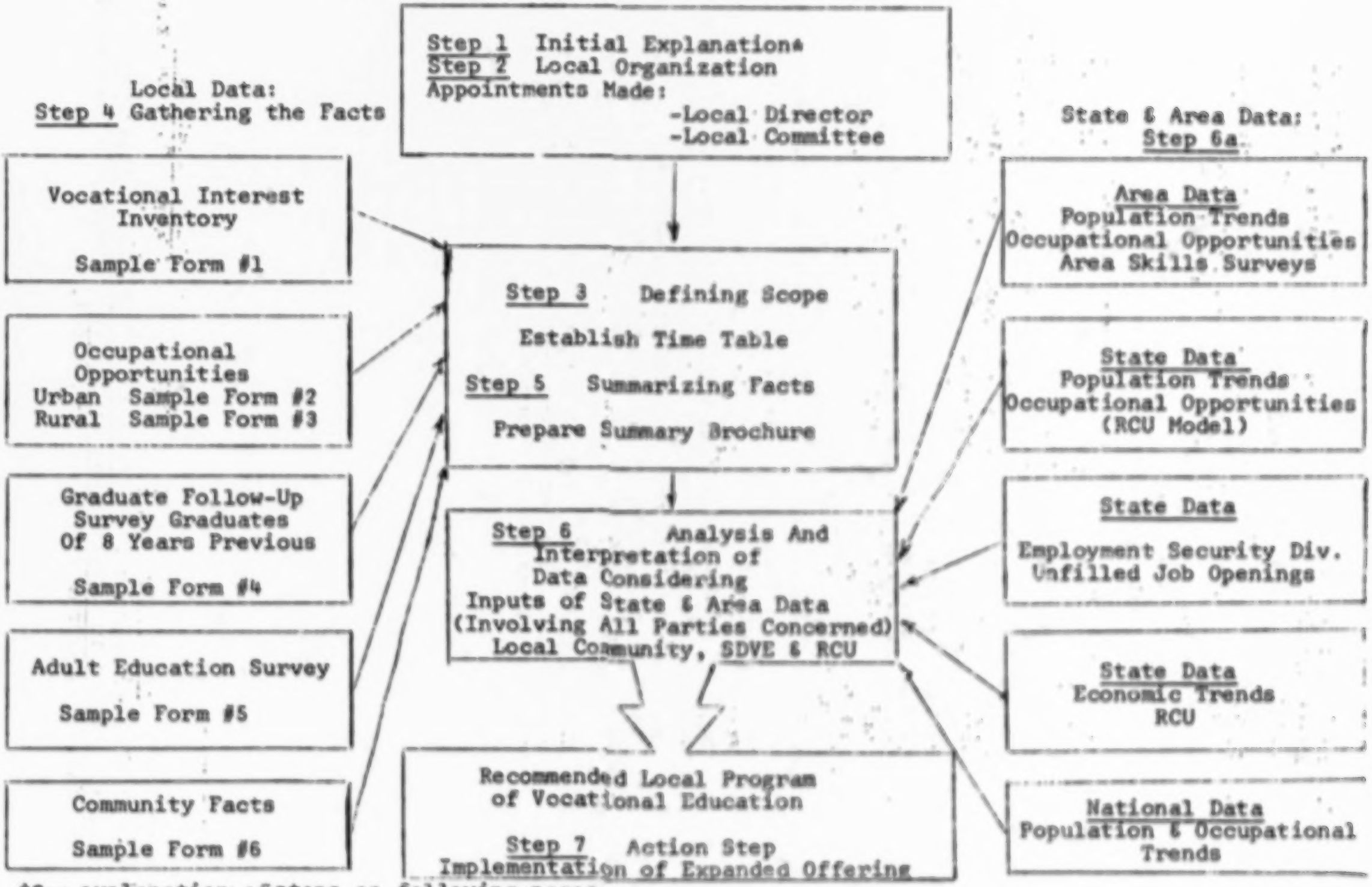
[2]Shibata, Kenneth E. A Program to Determine Vocational Education Needs in Local School Districts. (Nebr. RCU Mimeographed Publication, University of Nebraska, 1965), p. 34.

A MODEL FOR DETERMINING VOCATIONAL EDUCATION NEEDS



*See explanation of steps on following pages

SCHEDULE OUTLINE
FOR
DETERMINING VOCATIONAL EDUCATION NEEDS

STEP 1: Initial explanation of local needs study procedure (State Division of Vocational Education Staff)

STEP 2: Local organization (official action by school board)

a. Designate local director of the study
b. Involve school and community (civic clubs, etc.)
c. Provide for local financing
d. Organize a vocational needs committee
e. Local publicity

STEP 3: Defining scope of the study - set time table

a. Vocational Interest Inventory (Form #1)
b. Vocational Urban Opportunities Survey (Form #2)
c. Vocational Rural Opportunities Survey (Form #3)
d. Graduate Follow-Up (eight years previous) (Form #4)
e. Adult Educational Needs Survey (Form #5)
f. Local Community Facts (Form #6)

STEP 4: Gathering facts

a. Utilization of students, student organizations, journalism class, other groups
b. Assistance from civic clubs
c. Part-time staff
d. Utilizing Title I and/or Work-Study students

STEP 5: Summarizing facts

a. Preparing brochure
b. Structuring charts, graphs, etc.
c. Local publicity - keep community informed of progress of the study
d. Submit findings to local board
e. Submit findings to division of vocational education

STEP 6: Analysis and interpretation of data

a. Include state and regional data
b. Findings reviewed by Vocational Division and Research Coordinating Unit
c. Evaluation session - identify important factors
d. Analysis and recommendations (in terms of vocational program)

STEP 7: Action step (Implementing findings)

a. Implement new course offerings
b. Course alterations
c. Schedule adjustment

Schedule Outline

Suggested Steps in Conducting the Local Vocational Needs Survey

Schools desiring to conduct a local vocational needs survey should request the assistance of the Vocational Needs Analyst of the State Department of Education, Vocational Division, Tenth Floor, State Capitol Building. It is anticipated that this activity would be a joint effort, involving both the Vocational Division of the State Department of Education and the Nebraska Research Coordinating Unit for Vocational Education. The initial explanation to the local community should be made through a combined effort of the two state agencies mentioned, insofar as possible.

STEP No. 1 -- Initial Explanation

The first meeting should be scheduled in the local community by the superintendent or principal. In addition to the representative from the University of Nebraska and the State Division of Vocational Education, it is important that representatives from the following agencies be invited to attend:

School administration

School Board

Vocational instructors now employed by the school

Leaders of community organizations; such as, civic clubs, PTA, etc.

Representatives of prospective employers within the community

Local news media

The initial meeting should involve an explanation of the overall philosophy of the local vocational needs study by the state representatives. A concept of the goals, objectives, and benefits will also take place at this time.

A part of the meeting would involve a brief discussion of the steps involved in conducting the local needs study, along with the depth and coverage of the various sources of desired facts to be gathered.

STEP No. 2 -- Local Organization

The local organization step should be taken following the local board's decision to undertake the study. This would be primarily a local meeting, involving persons in the community who could contribute to the local needs study. Members of the committee should be officially appointed by the Board and publicly announced. Usually, the first meeting would be called by

the local superintendent or principal, with the following items on the agenda:

1. Appointment of the director for the local needs study

2. Identification of individuals, organizations, and agencies that will be involved

3. The official formation of a local vocational needs committee with explanation of goals and purposes

4. Establishment of local objectives and purposes to be accomplished

5. Defining scope of the study

STEP No. 3 -- Defining Scope and Time Table for the Local Study

Step No. 3 would probably occur during the first or second meeting of the local vocational needs committee after its formation. At this stage, the leadership of the committee would logically be assumed by the director of the study. It is most important that minutes be kept of the activities of the committee because all official decisions should be a matter of record. Major items of business at the time of the first meeting would be:

1. To determine the scope of the local study. The local committee often does not choose to include all the steps which are mentioned in the outlined guide. The committee would select those steps which would gather facts most pertinent to them in terms of structuring the local vocational needs study. It is advisable to have a representative from the school board on the local committee to act as a liaison person to convey communication between the board and the committee.

2. To identify data sources in the local community which can provide factual information already available. Example: Census and population data.

3. To define the scope of the following activities:

   a. Student vocational interest inventory

      Most of the literature reviewed pertaining to the kinds of data valuable in structuring local course offering places strong importance upon the preference of the individual students involved. This is the reason that the student interest inventory is included.

      Students are a product of the influences which have been brought to bear upon them. Their future plans are mobile, flexible, and adjustable, depending upon the opportunities that are presented.

b. Urban opportunity survey

The urban opportunities inventory provides factual evidence which is valuable for identifying occupational opportunities for Off-Farm Agriculture, Wage Earning Home Economics, Office, Distribution and Trades and Industrial Occupations. One of the most important is the identification of training stations for the work experience programs. Of equal importance is the anticipated employment expansion needs. It has been admittedly known for a long time that most average Nebraska communities cannot absorb all of the young people that grow up in that community. There are those that think that the community could attract and provide employment for more than they do. The general thinking is that students grow up so close to the opportunity that it is not recognized. A number of good examples are on record in almost every community where a resourceful person has identified or developed an opportunity for himself when others didn't realize the opportunity existed. The home community should be carefully analyzed.

c. Rural opportunity survey

The rural opportunity survey is most valuable in predicting future opportunities in production agriculture. The capabilities of each person entering farming in the present day and age should be of major concern to each community. No one dictates who is to farm or where, but encouragement can be exerted through the educational system in a subliminal way which could have a great eventual effect on the community's progressiveness. There is much variation among Nebraska communities; this variation didn't just happen. Communities have been molded by influences, and education can play an important role in helping identify opportunities for young people who can, in turn, contribute to the development of the full potential of that community.
(Sample Form 3 in the Appendix may be used as the Farming and Ranching Inventory Guide.)

d. Graduate follow-up

Usually, this becomes an on-going type of activity in which a particular graduating class is surveyed each year, some seven to ten years after graduation. Usually, one class is surveyed each year. It is most important that the

graduate follow-up be delayed until this amount of time has elapsed because it will allow those students to complete such activities as continued education, military service, and some preliminary occupational experience. It is at this time when previous graduates are in the best position to determine how well the educational program of the school has met their particular needs.

e. Adult education interest survey

This survey may be used by the staff member who is designated as director of adult education for the local school. Frequently, it is used in the early fall, just prior to the launching of the adult program, to determine interests and needs in adult education. Adult education usually involves both vocational and non-vocational offerings.
(Sample Form 5 may be used as a guide in the Adult Education Interest Survey.)

f. Facts from the local community

There are many occasions when community factors have an influence upon course offerings of the local school. In past experiences, this type of information has most readily been located in the local newspaper office or county court house. Such information is usually easy to obtain and valuable to the local vocational needs committee.
(Sample Form 6 may be used as a guide for obtaining local community facts.)

STEP No. 4 -- Gathering the Facts

There are many techniques available to local communities interested in making this type of practical research study. A general policy has been to involve as many organizations and individuals as possible because of the benefit derived from this type of combined involvement activity. Usually, when more people are involved, more interest is generated in the activities of the school.

It is most important that the laborious and time-consuming functions do not fall upon the shoulders of volunteer or already overloaded individuals or groups. In some communities where the local needs study was conducted on a pilot basis, one individual became loaded with the major share of the time-consuming efforts. As a result, the assignment was never completed. The major responsibility of the local director is that of pulling the different segments together. It is hoped that through good leadership, influence, and acceptance the local needs study can become

a many-fingered activity, conducted simultaneously. Organizations such as community clubs, PTA, and youth groups are often looking for good activities which would make a contribution to the community in which they are located. The local needs study can certainly utilize their assistance.

In addition to the community involvement, the local school board should also make provision for part-time staff. This might well be a competent person in the community who would be capable of doing summary or compilation work. Most communities have a number of persons who would fit this description. Quite often, there are housewives with college degrees who would accpet such an appointment from the local school board on a part-time or per hour basis

There is one practice which should be avoided; it was identified as the most serious pitfall encountered among the 20 pilot schools which conducted local needs studies during the initial trial period. This occurred when local school administrators made needs study assignments to staff members who were already loaded with full time responsibilities. Staff members should definitely be involved but only when released from some of their assigned responsibilities.

This is possibly the stage where the local budget would be considered. An allotment of $200 to $500 (to provide part-time staff) from the local budget for this research purpose is certainly within keeping of the objectives for providing quality education. The amount budgeted would definitely depend upon the size of the local community. This amount has proved adequate for communities up to 5,000 in population.

The part-time staff should be made directly responsible to the director of the local vocational needs study and should relieve that person of the detailed, time-consuming routine work which is most necessary. Other possibilities for assistance might be from students of the office practice class and ESEA Title I and/or work-study students, if available in that community.

STEP No. 5 -- Summarizing the Facts

Data from the different sources should be gathered simultaneously, summarized, and tabulated for the local community's and the school board's benefits. Sample summary forms are suggested in most cases. It is desirable that graphs, charts, and other techniques be employed which would project visually the concept dictated by the facts. It is desirable that the local needs study take the eventual form of a summarization brochure since this is one of the most systematic ways in which to present the final report. In most communities it is desirable to keep a continuous flow of activities and findings supplied to local press representatives. Community interest will be maintained at a much higher level if a running weekly account becomes a regular practice. However, in other situations, the local vocational needs committee

has operated under the policy that the report would be submitted to the local board prior to the time that the findings were released. This decision should be made locally.

STEP No. 6 -- Analysis of Factual Data

After a local needs study has been submitted to the local board of education and has been accepted, it should be sent to the Division of Vocational Education. In this day of high population mobility, it is fully realized that a local study, as such, may not supply the complete information needed for making decisions on local vocational offerings. Therefore, in order to reflect district, area, and state trends of occupational opportunity and employment competency skills needed, it is most important that area and state data be made available so that all facts may be considered at the time of formulating local board policy on vocational education offering.

The Nebraska Research Coordinating Unit for Vocational Education and the State Division of Vocational Education will maintain a current summary of occupational opportunities for the state through a model which has been specifically designed and developed for this purpose. This model will utilize factual information from sources which contribute to the statewide labor market picture. All local findings will be evaluated in the light of area and state labor market trends and will be reported back to the local board who will then be in a position to make the most intelligent decision possible regarding vocational courses for the local school offering.

STEP No. 7 -- Action Step

Once the decision from the local board is made, its recommendations should be implemented as soon as practical in the community where conducted. The implementation step may result in adjusted course objectives, the adding of new instructional units to existing courses, or the adding and replacing of courses in vocational education. Certain adjustments have to be made in the school schedule to provide for these changes and an evaluation of existing facilities may be necessary at this stage. Once the needs are determined, the adapting or addition of facility is the logical procedure in which these steps should be considered

DETERMINING VOCATIONAL EDUCATION NEEDS FOR A MULTICOUNTY AREA

It has become apparent that compiling data for a group of counties or state and region would be of value in identifying area trends of educational needs. There were many reasons for choosing an area larger than that of a local school district or county. The primary reason for considering a larger area was that most local school districts or counties do not contain industries or occupations in sufficient numbers to permit the projection of their future growth with any degree of competency.

A second reason for including a larger area was the mobility of the present day work force. Not all indivuduals remain to work in the community in which they were born, reared, and educated. Current studies reveal that three per cent of all persons change their county of residence and 20 per cent change residence within that county; another three per cent change their state of residence.[3] A third reason for involving a larger area was that it is not possible to offer a complete range of vocational education programs in most existing local school districts.[4] Therefore, the identification of the needs for the various types of occupational training was beneficial on an area level to determine vocational program offerings for students in the area.

PROBLEMS IN COMPILING AREA DATA

In the pilot study to determine the feasibility of this undertaking, numerous agencies that compile data on an area basis were found to be of value to communities in determining vocational needs. Quite often, however, these data were compiled by county groups not compatible with the area for which data were desired. The Bureau of the Census proved to be the most usable since their data were compiled on a county basis which could be reconstructed into the area desired. The data from the Department of Labor, Department of Commerce, Department of Education, and the State Economic Areas could not be broken down by counties for purposes of reconstruction into desired areas.

Another problem in utilizing data from various sources was the date differential as to when the data were obtained. There were cases in the compilation of data when the differences in dates varied as much as five years.

Procedure

Since there was such a variation of application of the multi-county data, it became quite apparent that using the data in the present form was out of the question. To be usable, data must apply to the same geographical area and must be collected on nearly the same date. The unit on which to build would be the local county, including as many counties as necessary to formulate the desired area. This is already possible with census data, but it would mean that for some data to be of value, a resynthesis would have to be made of data not now available on a county basis.

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[3]Mobility and Worker Adaptation to Economic Change in the United States, Manpower Research Bulletin No. 1, July 1963, U. S. Dept. of Labor, p. 22.

[4]Conant, James B., The American High School Today, McGraw-Hill, New York, 1959, pp. 37-38 and 77-85.

It is anticipated that a desirable media for encouraging vocational needs studies in the future would be structured on a multi-county basis through the assistance of Educational Service Units. The feasibility of this undertaking has been piloted by Educational Service Unit No. 17 at Alliance. It is quite apparent that it would not be possible to make an extensive area impact by conducting independent local studies. It is conceivable that assistance and leadership supplied locally by a central coordinating agency would be most important in lending continuity to the objective. The establishment of Educational Service Units has provided a logical multi-county base upon which to synthesize educational data.

APPENDIX A (Sample Form 1)

STUDENT VOCATIONAL PREFERENCE INVENTORY

Personal Data

NAME _____
(Last) (First) (Middle)

ADDRESS _____
(Street) (City) (State)

Vocational education is preparation of the individual for the world of work. It is beneficial for all people in all occupations and educational levels.

This study is being conducted to determine the need for vocational education in your local school system. The information which is requested will be of value in determining the vocational courses your school will offer, as well as contributing to similar information which will be of value to the State of Nebraska in terms of state-wide Vocational Technical Program planning. Your assistance and consideration to this survey form will be appreciated.

The following vocational preferences are given with some examples. Please rate as 1, 2, 3, the top three courses in which you would enroll if offered locally. Keep in mind the vocational background you desire to help you in pursuing your occupational and educational objectives.

Production Agriculture
Examples: Farming
Ranching

Distributive Services
Examples: Retail Sales, Merchandising, Advertising, Marketing & Transportation

Homemaking
Examples: Family Living Child Development, Foods & Nutrition, Textiles & Clothing, Housing & Home Furnishing, and Home Management

Wage Earning in Home Economics
Examples: Food Service Worker, Clothing Alterationist, Child Day Care Worker

Professional & Managerial Occu.
Examples: Doctors, Lawyers, Educators, Ministers, etc.

Off-Farm Agriculture
(Agric. Serivce, Sales Supply)
Examples: Feed Processing & Sales, Agriculture Machinery & Service, Agriculture Chemicals, Sales & Application, Livestock & Crop Marketing

Office Occupations
Examples: Clerical, Secretarial Accounting, Office Machines

Trade & Industrial Occupations
Examples: Motor Mechanics, Electricity, Electronics, Building Construction and all Apprenticeable Trades, Overhaul, Repair and the Service Trades

Health Occupations
Examples: Medical & Dental Ass't., Nurse's Aide & Rest Home Attendants

APPENDIX B (Sample Form 2)

VOCATIONAL OPPORTUNITIES SURVEY
(URBAN INVENTORY)

_____

(NAME OF FIRM)

FUNCTION OF THE BUSINESS _____

DATA ON EMPLOYEES (INCLUDE OWNER, MANAGER, ETC.) JOB DESCRIPTION	NUMBER NOW EMPLOYED	FUTURE NEEDS DUE TO TURNOVER & EXPANSION	
		NEXT 12 MONTHS	NEXT 3 YEARS

1. Does your firm now provide training for these employees?_____

2. Have you experienced difficulty in obtaining capable help for conducting the business?_____

3. Would your business cooperate with the local school in providing a learning opportunity on the job at a minimum wage, for a student(s) desiring the type of training in your business?_____

   If yes, how many per year?_____

4. Is there a possibility to expand your volume of business by increasing your staff?_____

5. Does your business fall under jurisdiction of the Interstate Commerce Commission?_____

6. Stipulate the type and amount of educational preparation desirable for future employees.

   Academic Preparation_____

   Vocational Preparation_____

APPENDIX C (Sample Form 3)

VOCATIONAL OPPORTUNITIES SURVEY
(FARMING & RANCHING INVENTORY)

NAME AND ADDRESS _____

1. Age of operator _____ Size of Unit _____

2. Type of operation: _____

   Owner-operator _____ Tenant _____

   Partnership _____ Corporation _____

3. How many years have you been farming or ranching? _____

4. Do you supplement your farm income with other employment? _____ If yes, state amount of time involved and percent of your total income from this source. _____

   _____

5. Estimate the number of days of hired and custom labor you employ annually. _____

6. What is your highest level of educational attainment?

   a. _____ b. _____

7. List the three major production commodities of your farm in order of volume produced. Example: Corn, beef, hogs, etc.

   _____ _____ _____

8. In what areas of education do you think you should have had more preparation to meet the problems for present day farming or ranching? _____

   _____

   _____

9. How many more years do you plan to farm (or operate a ranch)?

   _____

10. When you do terminate your farming operations, which one of the following will most closely apply in your situation?

    _____ Sell the farm
    _____ Lease to another operator
    _____ Consolidate with another farmer

APPENDIX D (Sample Form 4)

ADULT EDUCATIONAL NEEDS INTEREST INVENTORY

_____ (Name) _____ (Address) _____ (Phone)

The community education philosophy is that education is a continuing process which is needed by all people of all ages. In addition to elementary and secondary education, your school board has the responsibility to provide education on an adult basis to those who wish to improve their educational status.

Please check the general areas with a 1st, 2nd, or 3rd choice, in which you would enroll if the opportunity were made available locally. An enrollment charge would be required to cover tuition and other costs.

_____ Office Occupations
Examples: Beginning & Advanced Typing, Shorthand, Bookkeeping, Office Machines, Business English, etc.

_____ Trade & Industrial Occupations
Examples: Drafting, Blueprint reading, Appliance repair Health occupations, Automotive mechanics, Power mechanics, Power machine operation, Welding, Hot and cold metals, Electricity, etc.

_____ Distributive Occupations
Examples: Advertising, Display, Customer relations, Retail Management, Business Law, e c.

_____ Agriculture Occupations
Examples: Farm management, Livestock feeding, Farm accounting, Livestock & Crops Production, Agricultural mechanics, Feed distribution, Machinery dealer, etc.

_____ Homemaking Education
Classes in clothing & textiles, foods & nutrition, family life & health education, housing & home furnishings, consumer education, etc.

_____ Adult High School
General secondary courses which would lead toward a high school equivalency diploma

_____ Americanization Education
Courses of citizenship training for the foreign born.
Examples: American History, Civics, Government, etc.

_____ General Interest Education
Classes for your own enjoyment and self improvement
Examples: Art, Photography, Ceramics, Driver Education, Crafts, Everyday Law, Recreational living, etc.

_____ Adult Basic Education
Classes in reading and writing the English language and basic Arithmetic

_____ Health Occupations
Licensed Practical Nurse
Nurses Aide
Rest Home attendent
Medical self help - First Aid
Mental health

APPENDIX E (Sample Form 5)

FOLLOW-UP OF PREVIOUS GRADUATES (SUGGESTED 8 YEARS AFTER GRADUATION)

_____ (Name) _____ (Year Graduated)

_____ (Address) _____ (Job Title)

_____ (Present Employer) _____ (Date)

Highest level of education completed _____

Kind and amount of Education Received After Graduation from High School.

Course of Study	Where Received	Time Spent	Type of Degree (Diploma or Certificate)

Kind and Amount of Occupational Experiences Received After Graduation from High School

Position	Location	Time Spent

List courses which you took while in high school which were of maximum value to you in meeting your educational and employment needs since graduating from high school.

_____ _____

_____ _____

List courses taken by you while in high school which have been of least educational and vocational value to you in meeting your educational and vocational needs since graduation.

_____ _____

_____ _____

How could your high school have better prepared you to meet the challenges which have faced you since graduation?

_____

APPENDIX F (Sample Form 6)

GENERAL COMMUNITY INFORMATION

A. Community Sketch

1. Total square miles in the School District_____
2. Total square miles in the community service area_____
3. Total people employed in service area, men____ women_____
4. Total Community population. Urban_____ Rural_____
5. Assessed valuation of School District_____
6. Mill Levy: General Fund_____ Bond Retirement_____ Total_____

B. School Organization

1. School District Classification_____
2. Organizational Structure (Example K 6-6, K6-3-3 etc.)
   _____
3. Resident Student Enrollment Boys_____ Girls_____
4. Non-resident Student Enrollment Boys_____ Girls_____
5. Courses Required for Graduation by Grade:

9th	10th	11th	12th

6. Enrollment in the four upper grades.

					Special Needs Students *	
Grade	Male	Female	Male	Female	Male	Female
9th						
10th						
11th						
12th						

* Students who have academic, solid-economic, or other handicaps that prevent them from succeeding in regular vocational education programs.

C. Adult Education Offering During Past 3 years.

19__	19__	19__

D. Attach Copy of School Philosophy and Dairy Class Schedule.

APPENDIX G (Sample Form 1)

SUMMARY OF STUDENT INTEREST INVENTORY

	Male	Female	Total Percent-Age
Production Agriculture	____	_____	_____
Off-Farm Agriculture	____	_____	_____
Distributive Occupations	____	_____	_____
Homemaker	____	_____	_____
Wage Earning Home Economics	____	_____	_____
Business & Office Occupations	____	_____	_____
Trade & Industrial Occupations	____	_____	_____
Health Occupations	____	_____	_____
Professional & Managerial Occupations	____	_____	_____

APPENDIX H (Sample Form 2)

SUMMARY URBAN OPPORTUNITIES INVENTORY

Number of firms that train their own employees_____

Number of firms that would provide a learning opportunity at a minimum wage_____

The number of possible training stations per year in community_____

Average Age of firm manager_____

Average level of educational attainment of manager_____

Continued Next Page

(Sample Form 2)

SUMMARY OF URBAN OPPORTUNITIES INVENTORY

Kind of Business	Total Business Firms	Number Now Employed	Employees Needed During Next 12 Months	Employees Needed During Next 3 Years
Appliance Repair				
Attorneys				
Auto Dealers				
Agr. Supply & Services				
Banks & Credit				
Barbers & Beauty Shops				
Body Repair				
Cafes & Restaurants				
Churches				
Clothing & Alterations				
Construction & Building				
Communications, Radio, TV, Telephone				
Doctors, Dentists & Veterinarians				
Electrician & Electronics				
Elevators & Grain Storage				
Feed Dealers				
Food Retail				
Hospitals, Clinics				
Insurance & Real Estate				
Lumber Company				
Mechanical Repair (Garages, etc.)				
Medical Offices & Rest Homes				
Manufacturing & Industry				
Mortuary				
Municipal & County Govt.				
News Offices				
Plumbers				
Retail & Wholesale				
Schools & Child Care				
Service Stations				
Transportation				
Utility Companies				
Wholesale				
TOTAL				

APPENDIX I (Sample Form 3)

SUMMARY FARMING AND RANCHING OPPORTUNITIES

Total Number of Farms & Ranches in Service Area_____

	Total Number	Average Age	Average Size of Units in Acres	Average Length of Operation Period (3)
1. Owner-Operators	_____	_____	_____	_____
2. Tenants	_____	_____	_____	_____
Partnerships	_____	_____	_____	_____
Corporation Operators	_____	_____	_____	_____

4. Number of Farmers that supplement over 10% of annual income from off the farm_____

5. Average Days of custom or hired labor per unit annually_____

6a. Average level of educational attainment of operator's wife_____

6b. Average level of educational attainment of operator_____

7. Type and number of operating farms in community according to major commodity

_____ _____ _____

_____ _____ _____

8. Major instructional areas in which the need for more education is indicated

_____ _____ _____

_____ _____ _____

9. Units that indicate continued operation
   a. For 1-2 years more_____
   b. For 3-5 years more_____
   c. For 5-10 years _____
   d. More than 10 years _____

10. Method in which operation is terminated
   _____sell the farm
   _____lease to another operator
   _____consolidate with another farmer
   _____change of corporation management

APPENDIX J (Sample Form 4)

ADULT EDUCATION SUMMARY

Number of adults in community with less than 8th grade education

_____ *From County Census Data

Number of adults in community with less than 12th grade education

_____ *From County Census Data

Adults interested in earning a high school diploma_____

Part-time Evening Education

Adult interest in the following courses if offered by the school.

Typing_____
Shorthand_____
Accounting_____
Bookkeeping_____
Key Punch_____
Office Machines_____
Business English_____
Business Law_____
Drafting_____
Blueprint Reading_____
Appliance Repair_____
Auto Tune Up_____
Furniture Refinishing_____
Welding_____
Machine Operator_____
Electronics_____
Electricity_____
Advertising_____
Display_____
Customer Relations_____
Salesmanship_____
Merchandising_____
Livestock Feeding_____
Farm Records_____
Livestock Production_____
Crops Production_____
Machinery Repair_____
Budget Sewing_____
Textiles_____
Tailoring_____
Foods and Nutrition_____

Family Life & Health_____
Knitting & Crocheting_____
Home Furnishings_____
Consumer Buying_____
Child Care & Management_____
Slimastics_____
Family First Aid_____
Community Tragedy Preparedness_____
Americanism & Citizenship_____
American History_____
Civics_____
Government_____
Art_____
Water & Oil Painting_____
Photography_____
Ceramics_____
Driver Education_____
Crafts_____
Everyday Law_____
Recreational Living_____
General Math_____
Creative Writing_____
Common English Usage_____
Others:_____
_____
_____
_____
_____
_____
_____
_____

APPENDIX K (Sample Form 5)

SUMMARY OF GRADUATE FOLLOW-UP

Number Completing College_____ Percentage of Class_____

Number in occupations requiring a B.S. Degree_____

Number now residing out of state_____

Male_____ Female_____

Percent of Females now listed as wage earning_____

Classification by Job Category
- Homemakers_____
- Industry & related_____
- Office occupations_____
- Business & related_____
- Agriculture & related_____

Courses offered in high school which were of maximum value since graduation

Courses offered in high school which were of least value since graduation

How your school could have better prepared you